



WEST COAST ASSOCIATION OF WOMEN HISTORIANS *Newletter*

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TO THE MEMBERS OF THE WEST COAST ASSOCIATION OF WOMEN HISTORIANS:

I have found it necessary to resign as President of the WCAWH. The pressures of work and my ensuing sabbatical leave persuaded me that I could not serve the Association adequately during the next year.

The By-laws of the WCAWH provide that the Secretary-Treasurer succeed to the presidency. In this circumstance, I hope that you will join me in welcoming Joan Moon as the new president.

I wish to thank all of you for your support during my tenure of office with the WCAWH.

Have a good summer,

Donna Boutelle

Dear Donna,

We all thank you for your efforts during the last year on behalf of the WCAWH. I hope that I can count on your advice during the coming year. As provided by our By-laws, I have appointed a secretary to serve until the next annual meeting. Gretchen Schwenn is a Ph.D. candidate at Berkeley in 17th Century European History. She has been very active on the campus, and is co-editor and contributor to the Gadfly, the newsletter of the Graduate Assembly. She has just been awarded an AAUW grant for \$5,000 for one year to finish her Ph.D. thesis on "Anti-Semitism in Seventeenth-Century Spain." With her help, your experienced advice, and WCAWH membership support, I will serve as president until we meet next spring at Santa Cruz.

Joan Moon

HIGHLIGHTS OF OUR ANNUAL CONFERENCE

The fifth annual conference of the West Coast Association of Women Historians was held at Pacific Palisades in Southern California, April 6-8, 1973. Lois Weinman volunteered her home Friday evening for an informal cocktail party which helped us to meet new friends and rediscover old ones. The Conference was more structured this year than it has been in the past. There were three scheduled sessions. On Saturday afternoon there was a panel discussion on Teaching Women's History presented by Dr. Vern Bullough, California State University, Northridge, and Dr. Sharon Sievers, California State University, Long Beach. Dr. Bullough's well-established course in women's history combines a historical and sociological approach. His lectures place the roles of women in historical context, while lectures presented by guests, such as housewives and transvestites, represent or challenge these traditional roles. Students are encouraged to examine their own preconceptions of these roles. Dr. Bullough also mentioned a theory which he has postulated in his new book, The Subordinate Sex, that women have been the "weaker" sex for four reasons: childbearing, menstruation, nursing and nutritional deficiencies, especially anemia. Dr. Siever's new course in women's studies represents an interdisciplinary, cross-cultural approach between Asia and the United States. Discussion is encouraged between students and stimulated by the use of guest speakers who help students to raise issues and attempt answers. The students compile a critical bibliography on rather broad subjects, e.g., Sex and Racism in the U.S. Students are also required to keep a journal detailing their impressions and ideas on the course. A lively, somewhat lengthy discussion followed between the panelists and a very interested audience. Following the discussion, the officers decided to make Professor Bullough the first Honorary Associate Member of the Association.

Saturday evening, Joyce Baker and Ruth Hepburn, doctoral candidates at the University of California at Santa Barbara, presented a program in experimental approaches, including the use of multi-media, to teaching history. Ruth emphasized the need for an experimental approach to teaching which would humanize the educational environment through the destruction of power structures characterized by formal lectures, podiums, grading systems, classrooms, etc. Two games, the Name Game and the Fishbowl, illustrated how these structures might be attacked. Ruth and Joyce also discussed the importance of teaching history both at the cognitive and affective levels, e.g., to go from a cognitive level of discussion of the Cold War to an affective level of the individual questioning all conflicts, both personal and group. Joyce then presented a medium study in Women's History using slides and music. Two slide carousels projected both the real and the imaginary position of women in the U.S. since the turn of the century, accompanied by songs such as "There Is Nothing Like a Dame," and "I Am Woman." The show was followed by an animated and intimate discussion. It was the general feeling that such a presentation at the beginning of our Conference would help to bring us together as scholars and as women. It was suggested that Ruth and Joyce consider presenting the program at a meeting of one of the national or regional women's organizations at the San Francisco Conference of the AHA in 1973. The evening ended with warm feelings of women who shared not only a profession, but also a sisterhood.

The Sunday morning session was divided between a discussion of sex discrimination and alternative employment for historians. Margaret Bearden summarized a report that she, Pat Fouquet and Karen Leonard compiled on "Sex Discrimination in San Diego County Community Colleges," which was sponsored by the San Diego Chapter of NOW. (An edited version of this report appears elsewhere in the Newsletter.) The report indicated that women in the community colleges were either grouped in "traditional" roles such as nurses or were missing entirely. It certainly dispelled the common belief that qualified women not being employed in the four-year schools were being utilized in the community colleges. Having established that a discriminatory pattern existed in these schools, the report went on to suggest remedies, such as investigations by the FEPC or class action suits. The discussion which followed was punctuated by personal experiences which helped to prove that in spite of Affirmative Action, sex discrimination is far from dead. Margaret was encouraged to publish her report. The second discussion revolved around the question of alternative employment based upon the career of Claire Crane. Pat Fouquet detailed Ms. Crane's work as Curator of the San Diego Historical Society, where she transformed a decaying local landmark into a beautiful and profitable county monument. Pat indicated that historians should be encouraged to look into local and state historical associations for possible jobs. In connection with this, it was MSP that the Association write the California State Historical Society to request funding for research on women in California. Discussion on various issues followed, and then everyone wandered off to lunch and then to pack for home.

The Business Meeting was held Saturday morning and continued, to everyone's dismay, Saturday evening. The most important resolutions adopted by the Meeting follow: 1) the publication of our entire mailing list, including members and fields of interest; 2) the admission of men into the Association as Associate Members; 3) a request to the AHA Committee on Women to consider choosing their sponsored panel on the AHA program from suggestions presented by regional groups; 4) a request that the Association propose a sponsored panel on the PCB program; and 5) the establishment of a committee to review panels, composed of Pat Fouquet, Lucille Birnbaum and Sara Essa. Informational items included: 1) the announcement of next year's Association meeting in Santa Cruz; 2) a discussion of arrangements for the 1973 AHA meeting in San Francisco; 3) a report by Dorothy Sexton on the AHA Committee on Women Historians (see Newsletter).

EDITORIAL COMMENT: This was the first time that the WCAWH has held its Conference outside of Northern California. While the total number of women who made weekend reservations was less than last year, the total attendance was the same. It was encouraging to see many women who had never before attended a WCAWH conference. Perhaps, in the not-too-distant future, we might even think about holding the conference outside of California! There was general agreement that the Palisades provided a lovely environment for the meeting. There was universal agreement to curtail the length of the Business Meeting and to keep informational items separate from the main business. Most of the comments centered around the more formal structure of the Conference. All three sessions were very enthusiastically received. It was suggested that the next meeting also set aside some time for small group discussions dealing with problems or current research in specific disciplines, such as Latin American History or Medieval History, without, however, going to formal papers. There were also requests for a printed program and an agenda of the Business Meeting. Please write in your comments on this year's program, and your suggestions for 1974 at Santa Cruz.

GUIDELINES FOR THE SUBMISSION OF PANELS OR PAPERS TO PROFESSIONAL PROGRAMS

Recent experiences with submitting panels to the AHA for the 1973 program have prompted the following suggestions. We hope that they will prove useful to you.

I. SUBJECT

If possible, present the complete panel. If not, submit just your paper and hope. Choose a subject which has comparative value, either chronological or between countries. Check a few past programs of your association for ideas and to make sure your thing hasn't been done.

II. PARTICIPANTS

Make every effort to get new people. Do not choose someone to give a paper who has given papers in the last year or two. She might, however, be acceptable as a commentator or chairwoman. Distribute the participants geographically, professionally and sexually. This means do not have everyone from one state, one school system or one sex. (The last is really up to you, given the number of all-male panels in the past. It is also dependent upon the subject.)

III. SUBMITTING THE PANEL

Keep your arguments coherent, consistent and concise. Have one person coordinate all the papers and write the proposal, so that it emerges as the unity you envision it to be.

A. In a cover letter, list the panel in the form in which it would appear in the printed program (check your association).

1. Indicate the people who have or have not participated in the past.
2. Reference the panel to applicable areas, e.g., one panel might be considered under French history, Women's history, and History of Education.
3. Both 1) and 2) above save the Program Committee time and effort in having to check or think out these points.

B. Following the cover letter, a description of your panel.

1. First a general statement of the panel, its purpose, and its importance -- 3, 4, 5 sentences. Keep it short.
2. Summaries of each of the papers to give the general idea; don't get carried away. Perhaps 1/2 page each, single-spaced.
3. Short vitae of participants.

C. If possible, know someone on the Program Committee. This is not so much for influence (although it helps), as for information on deadlines, changes, etc.

We are not guaranteeing that following these suggestions will get your panel on, but you should now have some idea of what some Committees might want some of the time. If anyone has suggestions we have missed, or experiences to share, please send them in to the Newsletter!

AHA RECENT NEWS ITEMS

The May issue of the AHA Newsletter carries an important ballot which deals with the question of collective bargaining. WCAWH members are urged to read the resolution carefully and to return the ballot by June 30.

The Nominations Committee of the AHA has nominated three women for AHA vacancies: Council -- Mary Young, Nominations Committee -- Mary Dunn and Irene L. Gendzier. The COWHP will obtain statements from all nominees later this year which will be reproduced in the WCAWH Newsletter.

Committee on Women Historians: The May issue of the AHA Newsletter contains a report of the Special Assistant to the OWH, Dr. Charlotte Quinn. She announces that because of the tight job market, innovations in academic listings have been proposed: 1) the expansion of the roster service to include a record of administrative experience and desire for alternative employment to teaching; 2) a search for such alternative employment suitable to historians' training and experience; and 3) a means of informing employers in areas of alternative employment of the availability of women historians. The successes and problems of the Women's Roster continue. Over 10,000 individual names and vitae had been sent out by December, 1972, thanks to the assistance of Ms. Diane Miller. By May 1, 1973, the Roster had approached 2,000 entries. If you have not listed with the Roster, or wish to update your listing, please fill out the enclosed form.

Another question which Dr. Quinn reports the OWH is considering is the granting of fellowships to women. In many cases, women are not applying, or are not being awarded fellowships. She has suggested the creation of an ad hoc committee to review proposals before they are officially submitted. The WCAWH thinks this could be of benefit to many women, frustrated by the grant situation.

Affirmative Action: Dr. Charlotte Quinn called a meeting March 27 with leaders of national professional women's groups to discuss problems faced by Affirmative Action. Dr. Mary Berry, formerly with the Office of Civil Rights, described the current opposition to AA in the form of letter writing campaigns, especially by academic administrators and backlash groups of white males. From the discussions came the following suggestions: to organize the Coalition for Affirmative Action under the Federation of Organization for Professional Women (4818 Drummond Ave., Chevy Chase, Md., 20015); to urge all women to write letters to members of Congress and to Caspar Weinberger, Secretary of HEW, Washington, D. C. 20201. Letters should emphasize the need for Affirmative Action and the disastrous results which would follow its abandonment, and should request information on the current status of AA. Send carbon copies to Leonard Garment, Special Assistant to the President, The White House, Washington, D.C. Other proposals included the idea that women should write their professors and universities, that eminent scholars be asked to support AA, that a group of Jewish women be organized to counteract pressures from Jewish men's groups attacking AA. We urge all WCAWH members to pursue as many of these suggestions as they can. Further information can be obtained from Charlotte Quinn (AHA, 400 A St., S.E., Washington, D.C.) or from the above mentioned FOPW.

PCB RECENT NEWS ITEMS

The 1974 meeting of the PCB will be held in August in Seattle, Wash. The WCAWH has requested and has been given a sponsored panel on the program. At our annual meeting, an ad hoc committee was formed to review papers and panels. Please send your ideas to Pat Fouquet, 1540 Forest Way, Del Mar, California 92014. The WCAWH will indicate sponsorship of all panels submitted to its members. The final choice will be made by the PCB Program Committee. Panels not accepted as sponsored will be considered as Independent panels by the Program Committee.

The Nominations Committee of the PCB has chosen its candidates for Council and Nominations Committee vacancies for 1974. The WCAWH has been trying to find out the slate since April. We had expected the announcement to appear in the May AHA Newsletter but it did not. In answer to a request from the WCAWH, John Schutz, President of the PCB, announced the ballot would be out in early June. We wrote a letter to Prof. Schutz protesting the appearance of a ballot without prior notification of the slate. This seems a definite infringement upon the right to petition. Prof. Schutz has been asked to clarify the procedure for petition after the ballot has appeared. We hope to get statements from all candidates for vacancies before the ballot deadline, which is usually August 1. Please try to delay voting until you get this information.

WCAWH NEWS ITEMS

Joan Hoff Wilson, CSU, Sacramento, was awarded the Stuart L. Rernath Prize of the Society for Historians of American Foreign Relations for her recent book, American Business and Foreign Policy, 1920-1933. She has also received a NEH Younger Humanist Fellowship for 1973-74 for a biography on Anne Martin, a radical western suffragist.

Gloria Lothrop, Cal Poly: "Gregory Mengarini, Frontier Ethnohistorian," in Brand-book, Western Historical Association, in press. (A complete study of the subject has been accepted as a book by Arthur H. Clark, Co.) "Queen Caliphia's Daughters, A Cavalcade of California Women," Historical Society of Southern California (March, 1973).

The AHA Newsletter hopes to publish the report on sex discrimination of Margaret Bearden, Pat Fouquet and Karen Leonard in the **November** issue. An edited version of this report is attached to the Newsletter.

We know at least the following women will give papers or participate in the 1974 AHA meeting in San Francisco: **Barbara Westman**, Karen Offen, Susan Bell, Jean Quataert, Rose Glickman, Joan Moon. Please let us know if there are others.

NATIONAL AND REGIONAL WOMEN'S ASSOCIATIONS NEWS ITEMS

The 'second meeting of the Bay Area group of Women Historians met Sunday, May 13, at the California Historical Society. Ellen Smith of CSU, Sacramento, reported on Affirmative Action policies, Laura X discussed the funding of the Women's

History Library, Karen **Offen** reported on **CCWP** activity and Joan **Moon** summarized the **WCAWH** meeting in Pacific Palisades. Other questions discussed were the positions available in the **AHA** for Special Assistant and **Staff** Assistant and the problems surrounding part-time hiring and tenuring. The next meeting of the group will be in the Fall. At present it will be devoted to current research of women in the area. For more information contact Ellen Huppert, 1490 Willard St., San Francisco, CA **94117**.

The Coordinating **Committee** on Women in the Historical Profession performs a valuable service on the national level for all women in our profession. In addition to its informative Surveys of Courses and Research in Women's History, it keeps an eye on the operations of the **AHA**, Affirmative Action and other groups. We urge you to join the **CCWP**. For information write Karen **Offen**, Box 5272, Stanford, CA.

The International Women's History Periodical Archive is available on microfilm through Bell and Howell, Wooster, Ohio. Your local library can now have this collection of women's liberation, and women's civic, religious, professional and peace newsletters, newspapers and journals from all over the world. The Library is seeking funds to continue to archive and publicize the more than 300 titles on microfilm, the new issues and the 200 more titles published since Oct. 1, 1971. Over **60** institutions have bought the film. Because hoped-for funding has not been forthcoming, the Library tried to survive on work-study students alone for **staffing**. A \$20 donation got the Library \$80 in matching funds. Since the University of California, Berkeley, received zero funding, wiping out **90%** of the **WHL** staff, the Library is urging women from all over the country to volunteer to staff the Library, even on field studies credit. Hours are **flexible**; work includes correspondence, reading, cataloging, shelving. Specific volunteers are needed for publicity director, volunteer recruiter, full-time fund raiser, office manager, reference librarian, order manager, telephone reception, typists, etc. If you can donate time, money or supplies, contact Carolyn, Helen or Laura at Women's History Research Center, Inc., 2325 Oak St., Berkeley, CA 94708 (415-524-7772).

EMPLOYMENT OPPORTUNITIES

We have received notification of the following vacancies, which were not included in the last E. I.P.

Univ. of S. Alabama, Mobile, Ala 36688. Temp. open. for one quarter. **Sept-Dec** 1973; U.S. or West. Civ., and Afro-American. At least MA. Welcome applications from women and minorities. H. F. Mahan, Chair.

Univ. of Cincinnati, Cincinnati, Ohio 45221, Classics chairman. Greek or **Greek** History pref. Write W. D. Aeschbacher, Dept. History. Equal opportunity employer.

Iowa State U., **Ames**, Ia 50010. One yr vacancy, **inst.** or assist. Prof., urban history, 20th C. U.S., U.S. survey. Chairman, Dept of History.

Macalester College, St. Paul, Minn 55105, Assist. Prof., Ph.D., 20th C. Europe; spec. Soviet Union plus another field, pref. **German**. NO BRITISH, FRENCH OR EUROPEAN HISTORY. Roger Trask, Chair.

Univ. of Montevallo. Montevallo, Ala 35115. Chair, Social Sci. Dept., Field of Early Amer. History. **Ph.D.**, mature, with publications. Dean J. B. Walters, A & S.

Stanford University, Stanford, Cal 94305. U.S. History for distinguished historian. GA Craig, Chair.

SUNY, Buffalo, NY 14214. One year in Ren and Ref. **Ph.D.** required. Third possible area in Spain, religion, science and technology. C.K. Yearly, Chair.

SUNY, Geneseo, NY 14454. Assist. Prof. in East Asian History for **Ph.D.** or ABD. Must have bkgrd in **Mod.** Japanese and Mod. Chinese History and competency In West. Civ. or **U.S.** Valentin Rabe, Chair.

Washington College, **Chestertown**, Md 21620. One yr appt in Mod. European History. Assist. Prof., **Ph.D.** preferred. Nathan Smith.

Montclair State College. **Upper** Montclair, NJ 07043. Full-time History of Amer. Women. **Inst.** or Assist. Prof. **Ph.D.** and teaching **exper.** pref. Richard Barker, Chair.

AHA, Washington, D.C. 20003. Assist. Exec. **Sec.** with spec. responsibility for **women's** concerns. Assist. Prof. level. **Ph.D.** or equiv., pref. teaching **exper.** P. L. Ward, Exec. **Sec.**, AHA,

AHA **Assist.** In charge of Women's Roster. Full-time one year. To work with Assist. Exec. **Sec.** History training, ability to work quickly and accurately. C. Quinn, AHA.

A **SUMMARY** OF A REPORT ON SEX **DISCRIMINATION** IN SAN **DIEGO** COUNTY COMMUNITY COLLEGE FACILITIES, by M. **Bearden**, P. Fouquet and K. Leonard, NOW Research Team.

Recent studies of American colleges and university faculties have documented a serious pattern of discrimination against women. Many believed, however, that two-year colleges did not share in the de facto discrimination; in fact, the problem has not been studied. Reliable recent statistics indicate that 32 per cent of public two-year colleges and 45 per cent of private two-year college faculties are women. The belief that qualified women denied jobs in the four-year institutions were being utilized in two-year colleges needs careful analysis. A statistical study of San **Diego** County **community** colleges reveals a significant Institutional bias against women instructors, who constitute less than 27 per cent of the total faculties. But the even more distressing revelation was the segregation of women into the traditional employment areas such as nursing and clerical education. Men held **79** per cent of the teaching positions in the arts and sciences division, the largest single grouping of faculty. In the social science departments men held **92** per cent of the positions, Women were employed in teaching history in only two of the six colleges. (This was particularly interesting to the research team since two of us hold history **Ph.D.'s** and the other is a candidate for the degree.)

Either San Diego County is an exception to the national pattern or significant discriminatory patterns exist or are being developed in the two-year colleges. The problem calls for prompt investigation. If this study is representative of the larger national scene, then efforts must be made soon to correct the problem or else the anticipated growth of the community colleges will insure a lasting impact on the future faculty composition from current hiring practices. Moreover, without formal affirmative action commitments, the serious job shortage facing teachers at this time may increase the discriminatory patterns since women have been traditionally the last-hired, first-fired in a tight job market.

Since this report is only a summary of a larger study completed in June of 1972, only the main points will be presented. Table I summarizes the faculty composition of the six full-time day colleges in San Diego County. The published 1971-72 catalogs furnished the raw data. Extended day faculty were excluded due to the unreliability of the statistics. Only Mesa and San Diego City Colleges shared a common district and personnel system.

TABLE 1

<u>College</u>	<u>Number of Women Faculty</u>	<u>Total Faculty</u>	<u>Per Cent Women</u>
Mesa College	74	250	30
Southwestern	42	162	26
Grossmont	60	233	26
San Diego City	41	157	26
Mira Costa	15	57	26
Palomar	32	132	24
	<u>264</u>	<u>991</u>	average: 26.6

These gross statistics were analyzed to reveal where women faculty actually are employed. The faculty was divided into the four categories listed in Table 2 in order to make useful comparisons possible. The findings are summarized in Table 2.

TABLE 2

<u>Category</u>	<u>Number of Women Faculty</u>	<u>Total Faculty</u>	<u>Per Cent Women</u>
Physical education	20	70	29
Non-teaching	33	133	25
Vocational	94	227	41
Arts and sciences	117	559	21

Women are heavily concentrated in the less academic fields, those traditionally associated with "women's careers." Of the 264 women faculty, over 35 per cent teach in the vocational division, notably in the specialties of cosmetology, nursing and clerical studies. Of the 727 male instructors, less than 19 per cent are similarly situated. While these colleges combined offer well over 100 separate occupation-centered programs, women are represented in five fields primarily: health-related fields, clerical, cosmetology, child development and home economics.

The non-teaching faculty patterns revealed the following facts. Of 21 librarians, only 9 were women. Of 52 counselors, only 16 were women, a lower figure than the 39 per cent female student body would seem to warrant. In administration, only

5 women are listed out of 51 persons so designated. None of the 5 held key policy-making decisions. Women appear to be excluded from the seats of power, not because of conspiracy (as some of us may darkly suspect!) but as a result of unplanned, largely unrecognized institutional discrimination.

Since 66 to 75 per cent of all community college students identify themselves as transfer students, the arts and science division is the largest of our categories and, unfortunately, also the most discriminatory toward women instructors. Less than 21 per cent of the faculty in this category were women. To analyze the extent and precise areas of discrimination within the arts and sciences, a further division of faculty was made, grouping similar disciplines. Since many persons teach more than one subject, the highly specialized divisions of the four-year schools are less significant in the community colleges. The categories were divided as follows: Language and Communication included English, foreign languages, speech, theater arts, journalism and oral communication; Behavioral Sciences included anthropology, sociology and psychology; Fine Arts included art, music, photography and graphics; Social Sciences included history, political science, economics, geography, black studies and similar programs. These categories do not necessarily reflect divisions used by an individual college since each groups faculty by its own method. The classification was designed to make comparisons possible among colleges and among various disciplines. The statistics appear in Table 3. The 8 per cent female faculty in social science was a surprise, since the cultural bias against women did not seem strong in those disciplines.

TABLE 3

<u>Arts and Sciences Categories</u>	<u>Total Women</u>	<u>Total Faculty</u>	<u>Per-Cent Women</u>
Language and Communication	59	185	31
Behavioral Sciences	18	54.5	33
Fine Arts	14	59.5	25
Science and Math	19	168.5	11
Social Sciences	7	91.5	8
	<u>117</u>	<u>559.0</u>	average: 21

Table 3 reveals under-representation of women in each category. Some categories -- notably science and social science -- are shocking areas of discrimination. Some problems, however, are not so obvious. To illustrate pockets of discrimination, the teaching area of English can be analyzed. In this traditionally female field, only 40 women teach out of a faculty of 119 persons total. Women with a 35 per cent ratio seem a happy contrast to social science. But consider the following: San Diego State College from 1967 through 1971 awarded 99 M.A.'s in English -- 64 of them to women. Yet possessing this basic community college teaching qualification, the woman, twice as likely as her male counterpart to earn the advanced degree, is only one-third as likely to be rewarded with a position on a local community college faculty. Thus many women become secretaries, are accused of lacking ability and ambition, and are then used as statistical reasons to refuse women graduate scholarships, since women "obviously under-utilize their education."

The patterns in the English Departments underscore a point long felt by many well-educated women. They are welcome as students, qualified to receive even advanced degrees, but lack some crucial factor that would identify them as "qualified enough" to be invited to join college faculties in numbers even approaching equity. The

definition of "best qualified" is a subjective matter in most cases. Few hiring committees use absolute standards of college grade point average, number of publications, or similar criteria. Rather the hiring decision is too often governed by subjective attitudes about who will "fit" the department image of itself, who will be a "good teacher" (whatever that is), who will contribute most to the college in the years ahead. The tendency exists for a group to see those most like its present members as subjectively "best." So a white, male, middle-class hiring committee must make a special effort if it is not to perpetuate past injustices simply because they are now woven into the status quo.

The statistics indicate that women are grouped in traditional fields and that large areas of the community college system have no women at all. To illustrate this, note that Grossmont College has no women in the following departments: history, biological science, humanities, philosophy, astronomy, physics and criminology. These all-male departments hire a total of 40 completely segregated Faculty persons. Speech arts, social science, communication arts, chemistry, earth sciences and music employ an additional 40 persons, with each of these departments having exactly one woman, surely tokenism of the highest degree. Modern languages and nursing employ 24 out of the 60 women on Grossmont's faculty. And, unfortunately, Grossmont is typical -- the pattern is repeated over and over. The point, however, is not to indict each college individually, but rather to illustrate that the discriminatory pattern is institutional. Just as individual injustice or ill will is not the cause, individual good will is not the answer. To correct such a serious bias against women will require institutional affirmative action commitments, in addition to a forceful policy of education and persuasion by college administrators.

With the problem documented, the next issue concerns proper and possible remedies. All agree that the quality of community college education is the most significant consideration, but legitimate differences of priorities do exist. Many call for gradual reform. Some hiring committees fear that competent women do not exist in sufficient numbers and that concrete goals and timetables (never illegal quotas to those of us concerned) may mean hiring less qualified persons simply on the basis of sex. This problem has failed to materialize, probably because little effort has yet been made in the area of affirmative action hiring for women. It is the position of this paper that the quality of education will be seriously damaged if perceived and documented injustice is not corrected, if state and federal law is evaded or disobeyed, if the needs of the female half of our society are disregarded. Quality education is a broad concept and refers to a broad spectrum of goals -- not just those articulated by the needs of the status quo maintainers.

What can be done? The first approach should be an effort to persuade the responsible authorities that a problem exists, to document the extent of the problem, and to offer public support of the programs necessary for an equitable solution. In San Diego the study was sponsored by the National Organization for Women, which also provided information and speakers for the governing boards of each of the colleges. Other organizations could serve as sponsor, depending upon the active groups in each community. The San Diego effort began in September of 1972. Results have been slow but worthwhile. Some colleges have now passed resolutions and directives which take the first tiny steps toward solution. Directives and resolutions must be made explicit and translated into administrative efforts producing concrete results. Resistance at all levels must be anticipated. Adminis-

trators must expect departmental resistance. Guidelines and definite goals should be established to insure compliance. These steps, let it be emphasized, are not the demands of feminist groups but rather legal requirements under both California and federal law. For community colleges in other states, such steps may be requested in terms of social equity, the laws of the specific state if applicable, or federal law in many instances.

According to criminal law, "The opportunity to seek, obtain and hold employment without discrimination because of race, religious creed, color, national origin, ancestry, or sex is hereby recognized as and declared to be a civil right." (Calif.: Fair Employment Practice Act, Ch. 121, Part 4.5, Division 2, Labor Code. College and university faculty have been found to be under provisions of this act.) Four individuals in San Diego County filed a request for an investigation with the Fair Employment Practices Commission. The college involved, after consultation with the FEPC, has moved toward an affirmative action commitment. In addition, the San Diego Chapter of the National Organization for Women requested a class investigation of all the San Diego County community colleges. This investigation was approved and began in December of 1972. The final outcome is still unknown but the efforts could not help but be strengthened by the investigative resources of the State. (The investigation was requested on the basis of statistics reflected in this summary report but included great detail on each college as well as county patterns.)

If the discriminatory patterns persist, however, a further legal remedy exists in federal law. Investigation of the budgets of these community colleges revealed a substantial amount of federal aid given in various forms. According to Executive Order 11246, as amended by Executive Order 11375, pursuant to Title VII of the Civil Rights Act of 1964, sex discrimination is against federal law if an institution receives more than \$10,000 in federal contracts. The law has been changing rapidly in this area. The interested person should request Higher Education Guidelines, Executive Order 11246, available free from the Department of Health, Education and Welfare, Office for Civil Rights, Washington, D.C. 20201. This guideline was published in October, 1972, and mailed to 2500 colleges and universities. It applies to community colleges. According to my understanding, all community colleges with federal money in the required amounts are required to have a written affirmative action policy and procedure by May 19, 1973. This requirement includes the provision that each college analyze its employment situation and have it available for study. The law is enforceable now but will remain passive and unenforced. This new requirement is a very important one since it puts the burden of proof on the college itself under certain circumstances. I would respectfully urge all members of the West Coast Association of Women Historians to consider investing a few hours in a study of their local community college.

One other interesting fact emerged from this study. The ratio of female to male students varied greatly from college to college. San Diego community colleges have about a 39 per cent ratio of females, who receive about 40 per cent of the degrees. One college, however, had around 25 per cent women, while another had 43 per cent women. It is likely that the community colleges are failing to meet the needs of women students. Women are not found in the numerous apprenticeship programs that lead to well-paid craft jobs. Rather they are found in the traditional classes that lead to low-paid secretarial and vocational nursing jobs. Amendments to the Higher Education Act may soon bring this whole problem into serious study. It is not just that community colleges be designed to benefit men more than women.

Concerned citizens and community college officials across the nation should inspect their faculty patterns and hiring practices. Possibly San Diego County is an exception; probably it reflects a general discriminatory situation that has developed without design. Wherever illegal and unjust discrimination is discovered, it should be corrected, since it jeopardizes the quality of education for women students, equality of employment opportunity for women instructors, and the legal and ethical position of the community colleges.

*** IF YOU ARE A WOMAN HISTORIAN, PLEASE FILL THIS OUT**
Women's Roster: Expanded Form

Mall to: Roster of Women Historians, American Historical Association, 400 A St., SE,
Washington, D.C. 20003

The AHA's Committee on Women Historians has **compiled** a roster of women in the history profession. The roster is used as a basis for gathering information about the status of women in the profession and for informing institutions about the existence of women in various fields of history for employment purposes as well as for conferences, book reviews, etc. The Committee is now expanding the roster to include listings of women with administrative experience and interest in working in this area in academic and other institutions. Please help us by filling out and returning this form. If you have not already done so, please pass this on to a woman graduate student or historian who may not be a member of AHA.

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Present institutional affiliation and rank: _____

Date MA expected / attained: _____ Institution: _____

Date Ph.D. expected / attained: _____ Institution: _____

Subject of Dissertation: _____

Dissertation Adviser: _____

Fields of Specialization: _____

Publications: _____

Noteworthy aspects of your teaching experience (innovative methods, courses, curricular designs, recognition for excellence in teaching):

(see other side for administrative section)

AHA ROSTER FORM

Administrative Section'

Administrative Experience

College / University administration:

Executive responsibility: _____

Assistant to executive: _____

Financial / fund raising: _____

Admissions: _____

Counseling / student affairs: _____

Data processing: _____

Other: _____

Government: _____

Archives / libraries / museums: _____

Other: _____

May we convey this information to institutions for openings in:

College / University teaching? _____ College / University admin.? _____

Gov't? _____ Archives / libraries? _____ Museums? _____

Conferences? _____